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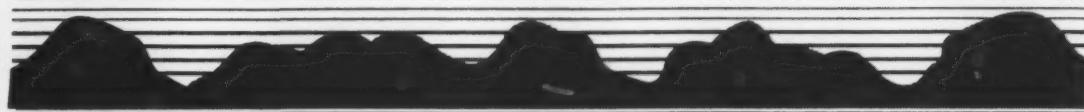
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ABSTRACT

This document describes a process which can help park outreach programs to expose environmental issues facing the park and the region to local communities. Sections of the document discuss choosing a topic, scheduling, choosing and working with a guest speaker, publicity, registration, the seminar room, the role of the coordinator, and solving some special problems. Appendices contain possible topics, a sample press release, a partial listing of addresses for organizations and services that have provided useful resources, and a sample evaluation form. (MKR)

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Coordinating a Resource Issues Field Seminar Series: A Manual

Acadia National Park

Paul E. Super

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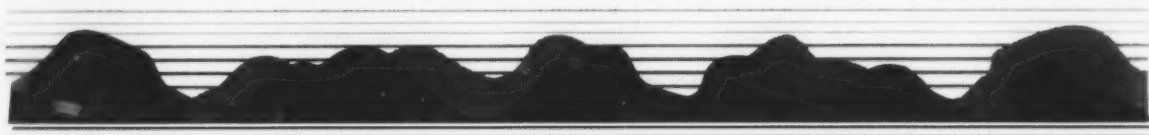


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Coordinating a Resource Issues Seminar Series:



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I. INTRODUCTION

Resource Acadia, first developed in 1993, is an outreach program of field seminars targeted primarily at residents of Acadia National Park's neighboring communities. Park neighbors generally do not attend more traditional park interpretive programs or hikes. This may be because they put off coming to regularly repeated programs, they are uninterested, or they do not feel invited. Most programs are offered during the summer, however, when our neighbors are busy working in the tourist industry. Resource Acadia attempts to overcome these obstacles to involving local community people by choosing topics that might be controversial or otherwise stir interest, directing publicity at residents, emphasizing the special event nature of the seminars and offering most seminars during the non-tourist season and on weekends. It is our hope that this manual will help fledgling programs with similar goals achieve or surpass the success of Resource Acadia, while reducing the frustrations, headaches, and miscues experienced by program coordinators.



A major objective of Resource Acadia is to expose Acadia's neighbors to environmental issues facing the park and the region, and especially to share current information generated by park researchers and managers. These issues affect both the park and its neighbors. With this in mind, field seminar topics are issues-based. Goals and objectives for each field seminar are developed specifically to highlight Acadia's resource management concerns and to discuss the research projects designed to address these concerns.

Another objective is to enhance the working relationship between Acadia's resource man-

agement and interpretation divisions. Resource managers have worked closely with the Resource Acadia coordinator, both serving as guest speakers and providing planning and informational support. In return, these field seminars serve as a management tool for increasing the level of awareness and sophistication among community members who share park resources and park boundaries. The field seminars may in the future help train volunteers for inventory and monitoring programs. They also bring new information and ideas to the two divisions, both in exchange between divisions and from outside sources.

During the first two years, seventeen seminars on eight topics were offered. A variety of experiences (slideshow, lecture, question and answer, demonstration, field trip, and discus-

Table I. Resource Management projects and functions covered during Resource Acadia field seminars, 1993-94.

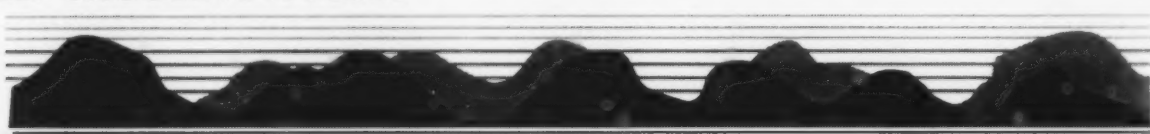
air quality	Acid fog study Lake mercury study Air quality monitoring Visibility study Native plant ozone pathology study
carriage roads	Native plant revegetation Carriage road rehabilitation project Carriage road visitor use management
endangered species	Rare and endangered plant inventory Bald eagle contaminant study Peregrine falcon recovery project
fire management	Fire history study of Mount Desert Island Fire management plan
non-native plants	Purple loosestrife control project Exotic plant survey Historic plant inventory
wetlands	Wetlands inventory Nutrient cycling study of Bass Harbor Marsh Spruce grouse habitat use study
wildlife management	White-tailed deer mortality study Coyote—deer interaction study River Otter habitat associations study Beaver Management

sion) provided insight into many of Acadia's resource management issues. Almost two dozen resource management projects and functions have been highlighted thus far (Table I). These range from the development of a fire management plan and the monitoring and control of purple loosestrife to the study of bald eagle foraging habits and the effects of acid fog on coastal red spruce.

The popularity of this series is best indicated by the number of return participants. On average, one third of the participants at each seminar had attended a previous seminar and many of these people bring friends.

Coordinating a Resource Issues Seminar Series:

II. CHOOSING A TOPIC



- ❧ Identify an *issue* from:
 - management plans
 - ongoing research projects
 - consulting local and state agencies
 - consulting local media reports
- ❧ Write out theme, goals and objectives
- ❧ Incorporate other topics as needed to fill out a theme and attract more interest
- ❧ Consider re-offering a topic from previous seasons with a different focus
- ❧ Choose an attention-grabbing, yet understandable title



Unlike many field seminar programs associated with National Parks throughout the U.S. (e.g. Grand Canyon Institute, Black Hills Field Seminars, Yosemite Institute), the focus of Resource Acadia is on resource *issues*. A program on almost any aspect of natural or human history can provide participants with the awareness and appreciation of park resources, however, Resource Acadia attempts to take this one step farther. Our aim is to share with participants the information and insights used to generate management decisions and to encourage a dialogue about these decisions and the factors affecting these resources. Resource issues often require public input and support before they can be successfully addressed.

This focus also helps the coordinator select from all of the possible topics. We have avoided some potentially popular topics that do not stress an issue, such as wildflower identification, medicinal plants, geology. Many of these are already adequately covered by regularly scheduled naturalist programs at Acadia National Park or by other nearby natural history and scientific organizations. Depending on the audience served or your source of funding, you may want to offer some seminars of this sort to attract new participants or to increase revenues, though these goals can be accomplished by offering issue-based seminars creatively.

Other topics that are not issues by themselves can serve to enrich a seminar and be used as a selling point during publicity. Birdwatching is not a resource issue, but as Acadia National Park resource managers initiate an inventory and monitoring program for nesting birds, Resource Acadia plans to offer a seminar in the spring addressing the issue of Neotropical migrant songbird decline which will include a birdwatching field trip. A very popular seminar on endangered species in 1994 featured trips to see bald eagles and peregrine falcons. You must be careful when advertising this type of seminar to be certain registrants are expecting to participate in the other seminar activities. Participants expecting only a pleasant day on the water looking for eagles among offshore islands could become disgruntled during an indoor presentation on eagle research and recovery efforts. Participants interested in the broader topic could also find a little rain or fog less discouraging and would be less likely to cancel because of poor weather.

Identifying resource issues to build a seminar around is relatively easy for a park with existing management plans and with established resource monitoring and research projects. The job then becomes one of prioritizing topics, with input from resource managers, based on which topic has a more urgent message or when guest speakers are available.

For programs in parks and facilities without on-site research or resource management programs or plans, seminar ideas can be found by scanning through local newspapers or magazines, or by contacting universities or government agencies, such as the Environmental Protection Agency, the United States Fish and Wildlife Service, or state environmental protection and wildlife departments. A list of potential topics identified for Resource Acadia is in Appendix I.

We have offered the same seminar, or almost the same seminar, multiple times over the years. Because of size constraints on most sessions, scheduling conflicts, and people who aren't reached by the publicity, a single session will not accommodate all interested people.

New participants will also be grateful for the chance to attend seminar topics that were offered before they had learned about your series. We have offered "Acadia's Wetlands" five times in two years, averaging twenty-one participants per seminar.

With this in mind, choose broad topics that can be offered multiple times with different guest speakers. This saves you work, keeps topics fresh, and prevents wearing out your welcome with individual guest speakers.

Resource Acadia has offered a seminar on air quality three different times ("Acadia: Downeast and Downwind"), with each seminar



focusing on different aspects of air quality: ozone and automotive exhaust, health effects and air quality monitoring, and acid fog and atmospheric transport.

After the topic has been chosen, it is imperative to write down a list of goals and objectives for each seminar to clarify your thinking as the program is developed. These will change each time the seminar is offered, depending on the material being covered, new research findings, the guest speakers, and any groups you wish to target (e.g. teachers). Give a list of themes, goals, and objectives to your guest speakers to help them know what you expect from them in their presentations.

When picking a title for your topic, you must find a balance between attracting the reader's attention and providing information about the seminar's content. Many newspapers will print only your title in their calendar section and will not include a subtitle or explanation of the seminar. A title like "Plastic Jellyfish" may leave readers unclear about the subject (plastic marine debris) and they probably won't call to find out more. A title such as "Rockefeller's Roads Revisited" does a better job of providing information about the topic (the carriage roads built by John D. Rockefeller Jr.) while being interesting at the same time.

III. SCHEDULING

- ❁ Pick a date, after considering all factors and potential conflicts
- ❁ Pick an ending and a starting time
- ❁ Include demonstrations and field trips
- ❁ Plan on time for introductions, questions, and conclusions
- ❁ Factor in travel time after having carefully timed the route
- ❁ Don't forget lunch and restroom stops
- ❁ Consider accessibility of your facilities and field trip destinations
- ❁ Have a foul-weather plan
- ❁ Pick a mode of transportation (car-pool, bus, walk, etc.)
- ❁ Decide on a fee for the seminar



Many factors have to be considered when picking dates for seminars:

- ◆◆ Avoid conflicts with other major events. There always will be some conflicts, unless you are the only show in town, but major festivals and events that draw from your audience base should be avoided.
- ◆◆ Work within your guest speakers' schedules. If you have certain guest speakers in mind, contact them early, offer several dates to choose from and get a commitment before anything else can claim their time.
- ◆◆ Seasonality. Some themes can be presented at any time of the year, others have activities that can only happen at certain seasons. Our wetlands program can be presented at any time, but a program on amphibians would be best offered in the spring.
- ◆◆ Accessibility to facilities. Some potential field trip locations may be too crowded to visit during peak season, but may be more accessible during the off-season or early in the day. Also, make certain you have your seminar room reserved well in advance.
- ◆◆ Day of the week. Most of our seminars were offered on a Saturday to avoid conflicts with people's work schedules. If the seminar is targeted to teachers,

they may be more willing to take a professional development day on a Friday or Monday rather than give up part of their weekend. Weekday programs during the summer may have no problem filling up, but they may not be filled with your target audience if you are targeting local residents.

- ◆◆ Holidays. Avoid them. We have had poor luck attracting participants to seminars offered during three-day weekends.
- ◆◆ Check tides and other natural phenomena. If you are planning a program along the coast of a tidal body of water, make certain you pick a day with favorable tides. Other phenomena (e.g. foggy mornings at certain times of the year) must be considered.
- ◆◆ Vary your schedule from previous years. If you re-offer a seminar topic that you had offered in the spring, consider offering it in the fall, or at a different part of the spring, assuming the issue you are looking at is not strictly limited to a time of year. This opens up your seminar to people who are perpetually busy at one time of year but have more free time when the seasons turn.
- ◆◆ Coordinate with special days, weeks, or months. When other factors allow, we try to schedule seminars that take advantage of the publicity around such events as National Wetlands Month (for "Acadia's Wetlands") or Coast Week (for "Coastal Marine Pollution"). Coordinators for these events often send out newsletters and calendars of events that can include your program.
- ◆◆ Don't neglect your other responsibilities and programs. Try not to overload yourself. Make certain there is enough time in your schedule for the development and publicity of each seminar. Don't put yourself in the position of trying to cut corners, producing a substandard program.

Resource Acadia seminars have followed one basic format. Most seminars have started at 9:30 AM and have ended at 3:30 PM. An earlier or later starting time may be important for some topics, such as Neotropical migrant songbird decline (early morning) or amphibian conservation (an evening field trip). We chose 9:30 AM partly for the benefit of participants who live an hour or more away and to provide last-minute set-up time to our staff who start work at 8:00 AM. Six hours, including a half-hour lunch, has seemed to be the optimal amount of time. Though many participants have expressed a desire that the seminars extend longer, when we have complied, many participants seem fatigued at the end. Schedule in some buffer time without telling the guest speakers. This way if they run late it will not affect the rest of the schedule. Finishing early is seldom a problem.

Many field seminars in other parks have been held over several days. Resource Acadia has limited its seminars to a single day because we do not have facilities to house participants overnight. Many participants have a long drive to and from their homes. A single day is probably all we can ask of our working neighbors, especially if they have a family.

Most Resource Acadia seminars have an indoor presentation for a few hours in the mornings followed by field trips to different areas of the park that can serve as outdoor classrooms for further discussion and demonstration. This arrangement gives the speakers a chance to prepare the participants for what they will see in the field and to present graphs or other information that would be hard to present in the field. There may be times when this format needs to be changed (e.g. the example of the Neotropical migrant seminar), but it has worked well and is often commented on favorably in program evaluations.

Part of the philosophy with Resource Acadia has been to get the participants as involved as possible. Where applicable, guest speakers demonstrate some of the tools and equipment used in their research (e.g. telemetry equipment, soil augers, fog collectors) and where possible participants are given a chance to use them. Be aware that some people are shy about trying new skills and need help making it seem safe and fun.

Most Resource Acadia seminars start with the participants answering a few questions (e.g. "How would you define the term 'wetland'?") to be answered in small groups, or simply by asking them why they are interested in the day's topic. These "icebreakers" help participants feel comfortable in the group so that they are more likely to take part in discussions and demonstrations or to talk among themselves. This can also identify some of the participants who are resources in their own right, or people who have special interests that might be met by a slight change in how the speaker presents the material. Expect that some people will want to maintain their anonymity so don't press them for "sharing".

Field trips take the participants to sites where they are exposed to the resources being discussed. This may be a single acid fog research site or a selection of different types of wetlands. The field trip can be an opportunity to utilize seldom-visited sites in your park, but be certain that the sites you visit can support the increased visitation you provide them. Participants will return to out-of-the way sites they have enjoyed.

Whenever possible, it is your responsibility to make your seminars accessible to all segments of the population. Not all field trip destinations can be accessible, but if there is a choice of sites, accessibility should weigh heavily on your decision. Long hikes over rough

terrain are probably not the best use of seminar time anyway. Don't forget to schedule restroom breaks during the field trip.

If the weather is conducive to outdoor activities, try to be out as much as possible. Most, but not all, field trip activities are actually relatively weather independent. Take the time, however, to plan an inclement weather schedule that includes a dry place for lunch, longer indoor sessions, access to hot beverages after being outdoors, etc.

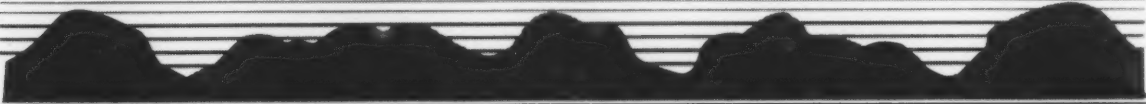
When you have identified your field trip destinations, conduct several mock run-throughs to determine the travel time between sites and any obstacles, such as road construction, that may require a change in plans. Decide what sort of transportation to use. Vans may be the simplest, but we have had good luck with bus charters and car-pooling. Car-pooling eats up time getting organized, but busses cannot always reach all sites. Do not use car-pools when there are many stops, when directions or traffic are tricky, when parking is difficult, or when safety could be jeopardized.

If car-pooling, let participants know as soon as they register and again in a confirmation letter. When participants sign-in, ask them whether or not they are willing to ride in another person's car and how many spaces, if any, they have in their cars for riders. Often more people are willing to drive than to ride. Figure out the assignment of riders to cars during the classroom presentations and announce the car-pools before the start of the field trip. Take care to leave open spaces in case a driver wants to leave early or forgets one of his/her riders. Provide maps to all drivers with your destinations clearly marked.

Make a decision about whether to charge a fee for the seminar and hold to it throughout the series (or year) unless there is a special activity that costs more. The general rule is: be consistent. Resource Acadia seminars have been free, but donations may be accepted in the future. Many participants will want to contribute to your series to insure its continued existence, and some people may not value your seminar if they do not have to pay a fee. On the flip side, many people, including many of your neighbors and other target audiences, may not be able to fit your fee into their budgets.

Some of our field trips have included special activities, such as canoe trips, carriage rides, and boat charters. These add to the experience for the participant, but such activities can also be logistically difficult. If equipment must be rented, you may wish to pass on all or part of the cost to the participants. It has been our experience that this will eliminate some potential participants, especially if the cost is more than a few dollars.

IV. CHOOSING AND WORKING WITH A GUEST SPEAKER

- 
- ❧ Choose speakers who are experts in your topic, have personal experience to draw upon, and, if possible, are familiar with your facility
 - ❧ Look first for speakers among your park staff or research associates
 - ❧ Look also at colleges, universities, government agencies, and non-government organizations for speakers
 - ❧ Check on a person's public speaking ability before you ask them to serve as a guest speaker
 - ❧ Keep your speakers informed:
 - send them outlines, themes, goals, objectives;
 - let them know if reporters will attend and what type of audience to expect;
 - walk through the field trip with them if possible
 - ❧ Ask for an outline of their presentation
 - ❧ Set a system of stipend, honoraria, or other reimbursement

Your guest speakers are the heart of your seminar series. If you have good speakers, the seminars will be a success. As one Resource Acadia participant said, "You just can't beat getting right out there with knowledgeable people." Audiences for this sort of program are too sophisticated to put up with a speaker without expertise in the topic of your seminar. People also tend to be more enthusiastic and provide a richer presentation if they are speaking about issues that personally interest them and with which they have experience working. Don't hesitate to modify your goals and objectives to match a speaker. In some seminars, speakers were asked to cover material outside their expertise before discussing their own work. The energy of their presentation, as well as the attention of the participants, went up several notches once they began talking about what was more near and dear to their hearts. It may have been better if the coordinator, a trained interpreter, had covered the extra background material or if this material was left out altogether.

The first place to look for speakers is among the staff of your facility. Staff scientists and resource managers know how an issue affects your location better than anyone else. They also tend to be easy to contact, they do not require orientation to your facility, and they are familiar with you and the goals of your seminars. These seminars help managers with their

job by providing the public with an understanding of the issues and increasing public comfort with management decisions.



Research associates conducting studies at your facility may also be willing to present their research at your seminars. Public presentations are often required in research permits issued by a park or other facility. Colleges, universities, state and federal agencies, and non-governmental organizations are also good places to look for speakers. You

may have to spend more time with guest speakers who are unfamiliar with your park to help them learn the resources available, to understand the management priorities of your park and to select field trip sites.

Be aware that the farther the speaker has to travel, the more expensive it is to pay for their travel and the harder it is to convince them to serve as guest speaker. Scheduling seminars to correspond with trips guest speakers are making to the area for other reasons can help. It also helps if you can provide two nights' lodging.

Depending on your experience and training, you may be an appropriate guest speaker for some topics. This has a cost-saving benefit if you normally pay your guest speakers, but be careful to only take this role if you can truly call yourself an expert on a certain topic. Much of the attraction of Resource Acadia has been the opportunity for participants to interact with experts.

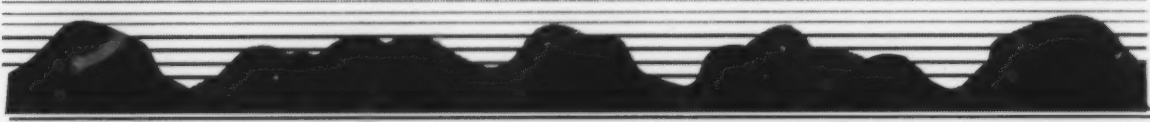
If at all possible, attend a presentation by a potential guest speaker before you contact them, or talk to someone who knows their speaking style. Not all experts are good public speakers or can present their information to a non-technical audience. Save yourself possible embarrassment later by doing the footwork beforehand.

Keep your speakers well informed about the format and schedule of the seminar and let them know what you expect from them. When first contacting a potential speaker tell them how long their presentation will be, discuss potential field trip destinations, and ask for a rough outline of their presentation, a short list of suggested readings and a brief biographical sketch. Ask for copies of important graphs or other handouts. Many guest speakers resist providing outlines and biographical sketches. These are useful for writing press releases, however, and for introducing the speaker during the seminar. Ask the speaker to review your press release if you are unsure how well it represents the speaker's presentation.

Send the speaker a copy of the schedule, goals and objectives in advance of the seminar. When possible, try to call the speaker three weeks and one week before the seminar to ask if they need help with their presentation and to ask what equipment they need (VCR, slide projector, etc.). For some speakers this is a tactful way of reminding them about your seminar. A speaker who is unfamiliar with your area may want to walk through the field trip with you in advance, or ask you to locate certain features he or she wishes to talk about. Inform speakers in advance of what sort of audience to expect and if any reporters are likely to attend.

Through 1995, Resource Acadia provides guest speakers from outside the National Park Service with a \$50.00 (full day) or \$25.00 (half day) stipend. This is much less than a professional speaker's honorarium. Acknowledge that your speakers are volunteering their time and expertise. The goal of the stipend is only to defray some of the cost in preparing their presentation. It is a nice touch to provide speakers with a small gift as an added token of your appreciation, in our case a gift certificate to the park bookstore. United States Government employees may be prohibited from accepting gifts, stipends, or honoraria, though they are usually granted compensatory time. A thank you note sent to them and their supervisors is an appropriate gesture.

V. PUBLICITY

- 
- ☛ Provide newspapers with press releases, calendar listings, or paid advertising
 - ☛ Choose a title that both attracts attention and informs the reader
 - ☛ Invite reporters and provide them with press packets
 - ☛ Provide radio and TV stations with PSAs and press releases
 - ☛ Post simple but eye-catching and informative flyers
 - ☛ Send flyers to universities, schools, clubs, libraries, and interested individuals
 - ☛ Be a guest speaker for service organizations, retirement communities, etc.
 - ☛ Let the quality of your programs generate publicity by word of mouth

Publicity need not take up most of your time, but any minute you devote to publicity is not wasted. Always try new avenues to reach more prospective participants. This section will provide you with what has worked in downeast Maine, which may differ markedly from what works where you are. Included in Table II. is a summary of where our registrants (not all of whom attended) heard about Resource Acadia seminars over the past two years.

Newspapers: Publicity in newspapers, both weekly and daily papers, has been our most productive way to reach first-time registrants, and it comes essentially free to nonprofit groups. Our local, weekly paper has been extremely support-

Table II. Where registrants heard about Resource Acadia seminars, 1993-1994, as percentages of the total registration.

	New	Repeat	Total
Newspapers	45	26	39
Word of Mouth	24	43	30
Direct Mailings	13	27	18
Posters	16	3	12
Radio	3	1	2

ive about printing our press releases before each seminar (see Appendix II). Weekly calendar of events sections and reporter's write-ups of previous seminars are also free and a productive source of publicity. Local papers have given Resource Acadia such consistent free publicity, there has been no need to buy advertising space.

Best results come from a press release published about ten days before the seminar. Follow

the standard format for press releases used by your organization, or follow our format (an example is in the Appendix II). The most important information (date, time, what your program is) should be in the first paragraph and your telephone number should be at the end. Highlight any connection to a statewide or national event, such as National Wetlands Month, or any special target group (i.e. "teacher credit and resource pack available"). Credit your sponsors if you are funded by outside sources. Spice up your release with catchy titles and pertinent quotes. Some papers may also print a black and white photo if provided. Study your paper in advance to determine the length of similar articles. One of the local daily newspapers in our area publishes our announcements only in the calendar section, while the weekly newspaper prints our entire release. Talk to editors and find out what they want, *when* they want it, and then provide the release tailored to each paper. This should increase your chance of getting published.

If you want participants to register in advance, do not include where participants should meet in any of your publicity. This will prevent unregistered people from showing up on the day of the seminar. Advance registration allows you to keep your participants at a manageable number (twenty to thirty for our seminars) and makes it easier to plan space and transportation logistics.

Most papers print a calendar of events at least once per week. You often have to send your calendar listing to a different address than your press release. Here's where the strengths (or weaknesses) of your title will stand out. The title may be the only information printed to let the reader know what your seminar is about. If it does not both inform the reader and attract their attention, your calendar listing may not be effective. Again, make certain you follow each paper's format.



Find out which reporters and columnists might be interested in your events, then send

them an invitation before each seminar, or better yet, call them. The articles (or radio/telecasts) they produce both publicize your seminar series and spread the information provided in your seminars to a much wider audience. If your goal is to increase the awareness and understanding of resource issues among your park's neighbors, bringing reporters to your seminars is a must. To assist reporters with the publishing of accurate information, provide them with a few pages of supplemental information, including:

- ◆◆ the spelling of speakers' names and their affiliations
- ◆◆ field trip destinations
- ◆◆ key words and phrases
- ◆◆ outlines of presentations
- ◆◆ any handouts from your speakers
- ◆◆ a statement of purpose for your seminar series
- ◆◆ a schedule for the next seminars

Radio and Television: Our seminars have been announced by radio and television stations among their public service announcements (PSAs). People seldom register who have heard of the seminar through either media. There is no way of knowing if the poor return on radio publicity is unique to our area, a general problem with this sort of program, or simply a result of the PSAs airing at odd hours. Regardless, it does not take much extra time to call each station in your local area, talk to the person in charge of public service announcements, learn their preferred PSA format, and tailor your releases for each station. If their PSA editor has talked with you, they may be more inclined to push for your PSA to be read. Some areas also have a community bulletin board on a public access cable station.

Flyers: Resource Acadia issues one flyer for each individual seminar and one flyer containing the entire series schedule (or split into a spring schedule and a fall schedule). A header with the Resource Acadia logo at the top of each flyer and the same basic layout helps insure that our flyer can be picked out in a crowded bulletin board by people familiar with our seminars. Make use of artwork (original or from a book of copyright-free drawings), which will also help your flyer stand out. Print flyers on white or light-colored paper. Consult a manual for tips on font style and layout. All of this is much easier with desktop publishing software and a flatbed scanner, however word processing software or even press-type and paste can work if that's all you have. Limit your writing to the minimum necessary to spark someone's interest and let them know how to get more information or how to register. Don't let the flyer get too cluttered. If your flyer relates its message from twenty feet away, it's a success. Again, do not include the location where the seminar meets on any of your publicity if you are trying to limit the number of participants and

expect advanced registration.

Flyers are sent to the media, schools, libraries, nature clubs, museums, community centers, retirement homes, scientific institutes, colleges, and anyone else within one to one and a half hours' drive of our park that might post them. For past participants on the mailing list, send only the flyer with the season schedule, which should include a short paragraph about each seminar. Try at least once to make contact by phone or in person to as many of the schools and organizations on your mailing list as possible. This will help insure you have the right contact person and improves the chances of your flyer getting posted. If you send flyers to school principals, check to be sure they are posted where teachers will see them. Often an enthusiastic teacher is your best contact. Make multiple contacts for large organizations, such as colleges and universities. University professors and students may be inclined to drive longer distances to attend your seminar than most audiences. Flyers are also sent to colleges farther away.

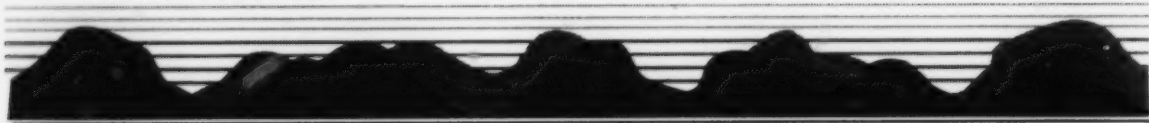
Banks, supermarkets, malls, drug stores, town offices, etc. often have bulletin boards where you can post flyers. Check with a manager as to their protocol for posting flyers. They may want to post them themselves or they may be willing to post a flyer sent to them through the mail, saving you the legwork.

Other avenues: Keep on the lookout for clubs, organizations, university departments, and other groups that publish newsletters of their own. If you provide your schedule in a timely manner they may be willing to include you in their newsletter. This takes advantage of their mailing lists which are already preselected for people with a potential interest in your topics. The coordinator for statewide and national events, such as Coastal Cleanup Day or Wetlands Month, may also mail out a calendar that could include your seminar if your topic is appropriate.

Put together a slide show for your series and take it on the road to local Rotary Clubs, Kiwanis Clubs, senior centers and other groups. You will fill their need for a guest speaker and they will appreciate your efforts to reach out to them.

Remember that the simplest and most effective way to keep people coming to your seminars is to develop a reputation for presenting quality programs. Pleased participants will come back to future seminars and bring their friends. If participants don't return to future seminars, you are always starting from scratch with your publicity. Your time and resources would be better spent improving the program itself.

VI. REGISTRATION



- ❁ List your phone number or a receptionist's number on all publicity materials
- ❁ Think about getting an answering machine
- ❁ Let your receptionist and coworkers know how to register someone and how to answer simple questions
- ❁ Send out a confirmation letter the week of the seminar or call registrants back
- ❁ Develop a wait-list policy
- ❁ Develop a fee-payment policy, if fees are charged



Once you have sparked the interest of potential registrants, you have to make it possible for them to register. This sounds simple, but in practice may not be so easy. The contact number you wish people to use should be the same on all flyers, press releases, and other forms of publicity. This should ideally be either your number or a receptionist's number if you are hard to reach. An answering machine is a necessity if there are periods of time when no one is in your office. The message should ask the caller for all important information (name, phone #, number in party, address, name of seminar) and assure the caller that their call will be returned quickly with a confirmation. If possible, check the answering machine one to two hours before the start of the seminar for last minute registrants. It is much better, however, if callers reach you or another informed person so that their questions about the seminar can be answered before they register.

Circulate a page of registration instructions and a synopsis of each seminar to any other people who share the phone line. This information page should also be given to people on other lines that may be called by prospective registrants, such as an information desk, receptionist, or visitor center associate with your facility. This includes a list of the information to ask the caller (see above), where to record the registration information, the times, dates, location, and general schedule of each seminar, what participants should bring, and answers to commonly asked questions. Ask registrants how they heard about the seminar when they first call, to learn of the success of your publicity campaign.

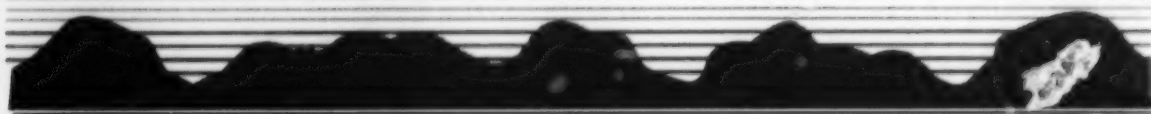
It is always a good idea to confirm each registration, especially if someone other than the coordinator took the registration information. If there is enough time, send a confirmation letter which includes the date, time, location, and a general schedule of the seminar, a list of what to bring (e.g. warm clothes, lunch, boots, sunscreen) or what not to bring (pets), and some background information they can read in advance if they wish. Several participants have asked for a short bibliography of books and articles available in the library. If you plan to organize a car-pool for the field trip, let registrants know in advance to give drivers a chance to clean out their cars. Be certain to ask registrants to call as soon as possible if they become unable to attend. The letter should go out no earlier than two weeks before the seminar as before that, it loses its value as a reminder to those who might have registered far in advance. If there is not time to send out a letter, call them back (if you did not take the original call) and go over the information from the confirmation letter over the phone.

If your publicity efforts have been successful, you may have to create a wait-list for some of your seminars. Depending on the seminar, we try to limit our attendance to between twenty and thirty participants. The greater the number of participants, the harder it is for all to see during the field trips, the longer the question and answer sessions, and the less intimate the experience. Be certain to take the name and daytime phone number of people who are wait-listed. Let them know under what conditions you will open up space for them and what you think their prospects are for being able to attend. Registrants will often call to cancel close to the day before the seminar which is the usual way for space to free up for someone on the wait-list. In one instance, a wait-list had started a month before our seminar on endangered species. A second seminar was scheduled for the same week and both were filled.

Not all registrants will attend a given seminar. By the time you realize there are no-shows, it is too late to call anyone on the wait-list. Therefore, if the seminar is limited to twenty-five participants, register twenty-seven or twenty-eight and wait-list anyone beyond that.

If you do not have the capacity to accept credit card payments over the telephone, requiring payment at the time of registration will not be practical, or at best, will prevent you from taking most reservations the week before each seminar. If you plan to collect a fee, it is best to do this at the door or make advance payment an option. Plan your fee schedule to accommodate an expected number of no-shows the day of the seminar.

VII. THE SEMINAR ROOM



- ☛ Design the room to encourage discussion, meet participants' needs, and help participants relax
- ☛ Provide coffee, tea, and other refreshments
- ☛ Position a sign-in table at the door
- ☛ Determine what audiovisual equipment is needed in advance
- ☛ Post the day's schedule
- ☛ Put out a table of resources, articles, etc.
- ☛ Put together a teacher's pack
- ☛ Decorate the room with posters and displays

The setup of your seminar room can contribute to or detract from participants' impression of the seminar. A floor plan that encourages informal discussion and addresses people's needs and comforts will help participants relax and enjoy themselves.

If you hold your seminars in a room with movable furniture, experiment with arrangements. Clustering participants in small groups around tables, allows for interaction. An auditorium-style arrangement with rows of seats is rather formal and has some drawbacks since participants need a writing surface, space to put their coats, lunch, and other belongings, and room to move from their seats to other parts of the room. Check all seats for obstructed viewing, especially obstructions that would be caused by other participants' heads while seated. If slides or video are part of a presentation, check the angle of the screen, position of the slide projector and its beam of light, and where the speaker is likely to stand. Easy access in and out to the restrooms from the back of the room is a plus.

Providing a table of coffee, cold water, hot water and tea bags, and cookies and/or crackers both adds to the enjoyment of participants and helps keep them alert during the indoor presentations. Avoid paper cups and plastic spoons if your local health department will allow. Remember, you are trying to educate people about resource issues and one of the best ways to educate about the solid waste issue is by example. Set out pencils and scratch paper at each table for note-taking.

Put a table by the door for participants to sign-in. This can be a good place to greet participants. Alternately, station an assistant here and greet people in the seminar room where there is more space. On the table should be a sign-in list, name tags (if desired), copies of the materials sent out with the confirmation letters, a mailing list sign-up, a page for setting up the car-pool (if you do not have vans or a bus; see the section on scheduling), and a money box for fees or contributions, if collected.

Remember to check with your speakers to determine what audiovisual equipment or other assistance they will require. Examples of requested items include: slide projector and screen, VCR and monitors, an overhead projector, a projection microscope, a table in front, a podium, and a dry-erase board.

Post a schedule of the day's activities in the room so participants know what to expect. This will help them anticipate restroom breaks as well. Set up a display area with posters, charts and graphs, demonstrations, and/or models.

One of the trademarks of Resource Acadia is the tables of resources set out along the walls of the seminar room. Collect materials geared for many different audiences (technical, popular, youth). Your participants may come from a wide range of backgrounds. Resources on these tables include books, scientific articles (especially about research con-



ducted at your park or reviews), magazine articles, curricula, and brochures related to the theme of each seminar. As much as possible, the materials should be available for participants to take with them. Assign numbers to some articles and ask interested participants to request copies to be sent after the seminar is over.

A healthy display for most topics can be created from free, borrowed, or copied materials. A typed list of these and any other good resources you know about but could not locate (or afford) should be available for participants. Ask your speakers for suggestions, as well as

other researchers and managers who work with these issues. Contact government (e.g. United States Fish and Wildlife Service, U. S. Department of Agriculture Forest Service, Environmental Protection Agency, state fish and game) and non-government organizations (e.g. The Nature Conservancy, National Audubon Society, American Chemicals Society) asking for suggestions and for copies of literature they produce. Keep track of who sent you each item, including the address, telephone number, and name of the contact person. Appendix III provides a partial list of organizations that have provided Resource Acadia with resource materials for the seminars.

Include curricula, demonstrations, activities, posters, and other materials of interest to teachers. Put together a teacher's packet for seminars: a folder with background information, curricula, activities, samples of the brochures, and any special materials that you have in numbers too limited to make generally available, such as posters or color booklets. Items that you give to teachers stand a much greater chance of continuing to be circulated after the seminar is over.



VIII. YOUR ROLE DURING THE SEMINAR

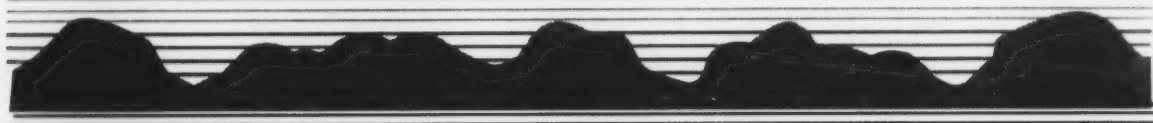


- ☛ Decide what your role will be for the seminar and how actively you will be involved during the program itself
- ☛ End and start on time
- ☛ Leave time for a conclusion
- ☛ Save time for questions
- ☛ Don't cut into your lunch or bathroom breaks
- ☛ Arrange a signal with your speakers to let them know when they are running late
- ☛ Read about seminar topics
- ☛ Prepare background, introduction, & conclusion
- ☛ Work with an assistant

For each seminar you must decide what your role is going to be once the seminar is under way. At a minimum, the coordinator takes on the role of facilitator: introducing the seminar and the guest speakers, asking questions to stimulate discussion, making participants feel welcome, and keeping all aspects of the seminar on schedule. The facilitator is the thread that holds the seminar together, making sure transitions make sense and a theme is felt from beginning to end. This is a complete job by itself, especially if you are also overseeing registration, transportation and other logistics. The coordinator for Resource Acadia spends about sixty hours over three and a half weeks preparing for each seminar, including recruiting speakers, publicity, collecting materials, reviewing the topic, and arranging the logistics. The work increases greatly when he also serves as a guest speaker.

Listen closely to all presentations and discussions during the seminar so you can share your knowledge and keep the seminar on track. Guest speakers sometimes are asked

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Listen closely to all presentations and discussions during the seminar so you can share your knowledge and keep the seminar on track. Guest speakers sometimes are asked

questions they cannot answer or feel uncomfortable answering because they do not work for your park or organization. It is important to be there to jump in if they seem uncomfortable or uncertain and it is important to let the speakers know beforehand that you will be there to provide them with this service.

Be careful to keep the seminar on schedule. There are four basic rules: (1) end and start on time, (2) leave enough time for an unhurried conclusion, (3) save time for questions, and (4) have breaks and lunch at reasonable times. If an opportunity arises that requires a change in schedule during the seminar, you must decide if the change can be made without interfering with these rules. Remember that participants want to enjoy themselves without feeling hungry or in need of a restroom, and many have plans for immediately after the seminar. Make certain your guest speakers know the schedule and either have watches or will be looking for a signal from you if they need to wrap-up their presentations. Try to keep on schedule without obvious effort. Including some buffer time in your schedule will help achieve this goal.

Though you should expect to learn new information yourself during these seminars, you must familiarize yourself with the material in advance. You will be asked questions during breaks or travel. Knowing the material makes all aspects of seminar planning and development much easier. This may also make it possible to take on the role of the speaker in the event of a last minute cancellation of your scheduled guest speaker. In such an event, cancellation or postponement of the seminar may be a better solution.

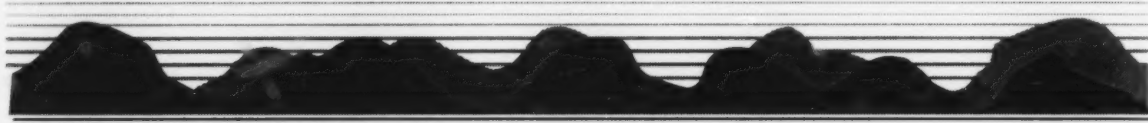
There may be times when a seminar would benefit from the inclusion of background information from outside the guest speakers' areas of expertise. This can be accomplished by a short presentation or presentations from you, or with handouts provided to the participants in advance of the seminar. Neither guest speaker for our "Green Invaders or Historic Treasures" seminar was familiar with Acadia, though both were experts in their fields. At several times during the seminar, historical background was provided by the coordinator about the old estate we visited, and about park policy on the control of exotic plants and preservation of historic landscapes.

Be certain to spend the time to prepare a well composed and thought-provoking introduction and conclusion to each seminar. These may be the most important parts of any program, yet we often let them slide. They are especially important if you are combining more than one guest speaker or subtopic. Your introductions and conclusions show participants the big picture and explains why they want to spend a day exploring your theme.

It is very helpful to have an assistant, especially for the start of each seminar. This person can do the signing-in of participants, make certain the coffee pot is full, and greet bus-drivers or members of the press if they arrive after the seminar has begun, among other tasks. Have the assistant take photographs and video tape parts of the seminars for the archives and promotional materials. In the field, an assistant can help keep the group together or can guide the group while you attend to any emergencies that might come up. Make certain ahead of time that the assistant knows the seminar schedule and the route to all field trip stops.

Coordinating a Resource Issues Seminar Series:

IX. VARIOUS AND SUNDRY



- ❁ Avoid asking "yes or no" questions on evaluation forms
- ❁ Don't feel obliged to make every change suggested in the evaluations
- ❁ Keep complete files and notes on your seminars and on their preparations
- ❁ Videotape, audiotape, or at least take careful notes of all presentations
- ❁ Take photographs and slides
- ❁ The significant costs are: coordinator, stipends, transportation, and supplies
- ❁ Prearrange teacher credit if this is possible in your state

Evaluations: Copies of the evaluation forms used in *Resource Acadia's* first two years are included in Appendix IV. Our first year, and when we offered new topics during our second year, evaluations were given to all participants at the end of each seminar with self-addressed, stamped envelopes. For other seminars, evaluations were set out in the seminar room with a reminder to participants in the introduction, and again at the end of the seminar. We generally have a fifty to sixty percent return rate. Evaluations provide feedback on what did and did not work from the view of the participants. They can provide good suggestions for future seminars and what might be done differently. It can be the best way to get feedback from people who were dissatisfied with the seminar but are uncomfortable telling you face to face. Another benefit they provide is to generate quotes which can be used for press releases, grant reports and proposals, etc. To illicit the most useful responses, ask questions that cannot be answered with a simple "yes" or "no." Keep it to one page in length.

Do not feel obligated to make every change suggested in an evaluation. For the same seminar one participant said it was an hour too short and another said it was an hour too long.

Evaluations from guest speakers also provide useful feedback on ways to improve your skills as a coordinator. They are especially useful for reviewing before you begin planning to offer that seminar topic again.

Archives: Keep good files on your seminars. These files should include your outlines, goals and objectives, press releases, evaluations, notes you took during the seminars or during their preparation, a list of resources and materials collected for each topic with their sources, press clippings, and video tapes of the seminar and of any TV news coverage. After every seminar, write up a summary of what happened, things that went especially well, and areas with room for improvement. All of this information will be very useful to you when you repeat a topic, will help managers evaluate the progress of the seminar series as a whole, and will be especially useful if someone else assumes your responsibilities as program coordinator.

You will probably want to take pictures during seminars, including slides, black and white (for newspapers), color prints (least useful), and even video footage. They have been used for publicity slide shows, for giving presentations at colleges and conferences, and for illustrating grant reports, proposals, and this manual.



All inside presentations during seminars are audiotaped or videotaped. Transcripts of the tapes are made and distilled into notes for the rest of our interpretive and resource manage-

ment staff. On occasion, copies of the tapes were provided to reporters who were interested in writing an article about the seminar topic but who could not attend. Tapes effectively expand the audience for each seminar.

Budget: The cost of your seminar series depends on too many variables to be covered by a manual like this. The significant costs of Resource Acadia were one full-time coordinator, one assistant (day of seminar only), bus charters, stipends for speaker, and supplies. The series had grant support for its first two years from outside groups and agencies, but the major expenses have since been included in Acadia National Park's base-funding.

Teacher credit: Most states require teachers to attend a certain number of classes, lectures, and seminars every few years as continuing education to keep current as new information and techniques are generated. Seminars addressing resource issues fill part of this need for secondary science and elementary teachers. Each state has a different system for accrediting your program or for certifying that a teacher completed your "course."

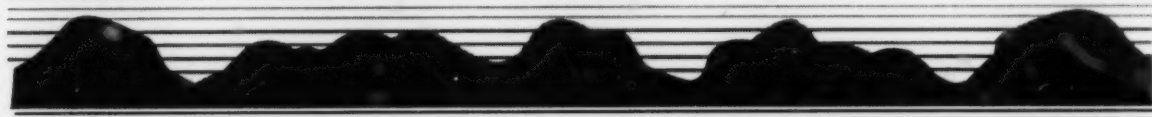
In Maine, it is up to the teacher to petition their school district to accept attendance at our seminars for credit. To make this process easier for the teachers, the local district was contacted to obtain their pre-approval. All teachers are provided with a certificate stating the date, title, and hours for them to present to their district.

What to have with you during the seminar: The following is a list of items to bring during some or all seminars:



- ◆◆ radio, if your facility works with radios
- ◆◆ first aid kit
- ◆◆ list of emergency numbers
- ◆◆ keys to gates, buildings, vehicles, and anything else you plan to use during the seminar.
- ◆◆ rain gear, if appropriate
- ◆◆ warm clothes and windbreaker or jacket
- ◆◆ sturdy and waterproof or water-resistant footwear
- ◆◆ lunch
- ◆◆ water bottle
- ◆◆ any props you plan to use
- ◆◆ maps
- ◆◆ list of participants
- ◆◆ seminar schedule
- ◆◆ notebook

X. SOLVING SOME SPECIAL PROBLEMS



Tangential questions: It is very important that participants feel comfortable about asking questions. Their questions help a speaker fine tune his or her presentation to meet the needs of the participants. Speakers should let participants know at the beginning if questions should be saved until the end or if participants should shout them out at any time. Questions make a seminar more lively and enjoyable for all.

Every once in a while, however, a participant will ask a question that is tangential to the topic or of interest only to the person asking the question. They may be preceded by a lengthy monologue about a personal experience, or a participant may repeatedly ask questions about a topic that the speaker admits to knowing nothing about. Once one person asks a tangential question and the speaker tries to answer it, others may feel free to ask questions off the topic. If this line of questions continues, speakers may feel rushed to finish their presentations and/or greatly exceed their scheduled time.

In a situation like this, it is hard for you to step in from the sidelines and deflect these questions without sounding insulting. The best response is for the speaker to acknowledge the question, state that it gets off the subject, and offer to discuss the matter at greater length during break or lunch. When you explain the day's schedule at the beginning of the seminar point out these opportunities for asking questions one on one. Some speakers already know this technique, but you can save some grief if you discuss this with your speakers in advance. There is no need to single out a participant you know is prone to this sort of behavior. The speaker only needs to be watching for this behavior.

Lost participants: The more complex your field trips become, in terms of number of sites visited, number of vehicles, difficulty of directions, or length of time walking or traveling between sites, the greater the chance that sooner or later someone will be left behind. Two participants were almost left behind during our "Rockefeller's Roads Revisited" because they became confused about where to meet after lunch. Thankfully, this was all in a small area and they were relocated.

Several suggestions may prove helpful for reducing the likelihood of lost participants:

- ◆◆ Keep a current registration list with you. Make certain the list has only the names of people who are actually attending. If you are using a car-pool, keep a list of who is riding in each vehicle. Ask participants to let you know if they are not staying for the field trip or are leaving early.
- ◆◆ Keep taking head-counts. Take a count at the sign-in, during the indoor presentations, and at each stop during the field trip. Don't forget to factor in the people who told you they would leave early, or people who might have joined the group late. Keep counts of the number of cars when car-pooling.
- ◆◆ Give maps that clearly show all destinations and the preferred routes to all drivers. Make these maps available to others who want a copy as well.
- ◆◆ Use mass transportation. If you are stopping at more than two sites, charter a bus or use vans if at all possible. This also holds if you are only traveling to one site, but the directions are difficult or require more than two turns. Every turn is a point where people can get lost.
- ◆◆ Make use of local people. Put local people familiar with your area in cars with people who are unfamiliar with your destination.
- ◆◆ When walking between sites, have someone designated to walk behind. Be friendly but discourage dawdling. If you have an assistant, this is a good place for them. If you do not have an assistant, let your speaker lead and bring up the rear yourself. Be prepared to slow the group down if some of your participants cannot keep up. Be certain that the person at the end knows where you are going.
- ◆◆ Go over directions one stop at a time. Before you leave the seminar room or field trip site, give directions for finding the next site. Don't expect people to remember directions given for more than one site in advance.
- ◆◆ Walk or drive through your entire field trip route. Do this at least once, looking for turns, intersections, parking lots, signs, etc. that might confuse someone. Try to look at the route through the eyes of someone who has never been there before.

Indoors vs. outdoors: It is always a challenge to balance the time spent indoors with the time spent outdoors. Participants generally want to spend as much time outdoors as possible, especially during the spring and summer. Countering this preference are the

weather, insects, and the probability that some material is easier to cover inside with slides or overheads. Speakers are advised to spend about forty-five minutes indoors covering background, graphs, and other technical data—information that can't be seen in the field because of the season, time of day, or the necessity of special equipment that we do not have available. The rest of the information should be presented on site outdoors.

As mentioned earlier, take the time to prepare an alternative schedule for inclement weather. This may include having the speakers speak longer indoors or alternating indoor and outdoor sections. Unless there is a question of danger to the participants or resources, however, we go out on our field trips rain or shine.

The most difficult weather to work around is wet fog or intermittent light rain. The weather is not wet enough to keep participants from getting restless inside, but it is too wet to stand around patiently during a discussion. Keep participants moving and as actively involved as possible.

Wet or excessively cold weather will increase the number of no-shows. We had one seminar on a foggy day that started with twenty-seven registrants, had seven no-shows, and had eleven people decide not to go on the scheduled boat trip looking for eagles. As it turned out, the participants who braved the fog had beautiful views of eagles and were very happy they stayed with us. There's nothing you can do about registrants canceling because of the weather, though as your program becomes established, you may acquire a reputation for putting on quality programs regardless of the weather.



Biting flies or other insects can also interfere with outdoor presentations and they can be just as unpredictable as the weather. The best you can hope to accomplish is to remind participants to bring repellent and wear long sleeves and pants, then try to schedule field trips away from areas with a lot of insect activity.

"Uncooperative" wildlife: Field trips in search of wildlife is often a part of these seminars. Invariably you will have a trip where the animal you are planning to show people does not cooperate. Of the three programs on endangered species we have offered, only one of the three mornings had peregrine falcon activity in the area of their aerie. You do not have to find the animal and get a good look at it to have a successful seminar.

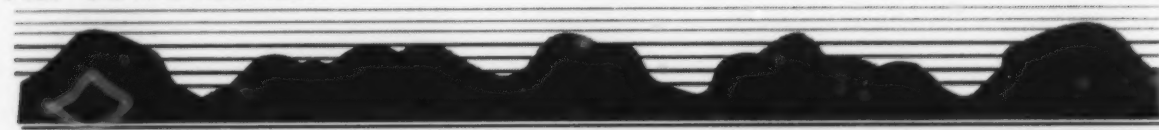
You can improve your chances of finding an animal by staking out a territory or favorite perch and learning the individual's habits in the days leading up to the program. If a local researcher has any animals with radio transmitters, you can use telemetry equipment to locate the individual, though you might not be able to see animal you are tracking. An assistant can go ahead, spend the necessary time for finding an animal, then radio the group when the animal has been located. Some species, notably amphibians, can be caught and held for a few days so that you have a specimen to show if the weather conditions prevent you from locating individuals in the field. In some cases, the use of tape recorded calls or other attractants might be appropriate, but use them only if they are part of the field methodology of the research project being highlighted, not to use them simply for the sake of getting a good look. Their use also may be against the regulations of your facility.

The best way to cope with "uncooperative" animals is to focus on the search, not the finding. Participants at a seminar of this sort tend to be just as happy to learn about how a researcher would search for amphibians or spruce grouse as they are to see the salamander or bird itself. Discuss the methodology, the habitat, specific information about the individual you are looking for or the species in general, and how studying this individual helps a researcher understand a larger research question. Getting a look at the animal is icing on the cake, but evaluations have been universally positive about programs where everything worked right except for the animal sightings.

Guest speakers from outside your organization should also be made clear about the resource protection ethics practiced by your facility. If your speaker is inadvertently harming animals or picking plants simply to give the group a better viewing experience, they are giving a message that conflicts with the National Park Service's "preserve and protect" mission. Review your speakers' outlines, looking for activities or topics that might highlight a conflict of views and discuss your concerns with speakers ahead of time.



XI. CONCLUSION



Resource issues seminars are only one of many ways to disseminate critical information to the community around your park (see: Interpreting Critical Resource Issues in Canadian and United States National Park Service Areas, Natural Resource Report NPS/NRCACO/NRR-95/17, March, 1995, prepared by Michael E. Whatley). Feature articles, radio interviews, traditional ranger programs, site bulletins, and many other tools must be used to bring your message to the widest possible audience and the greatest number of people. Though it may be tempting to opt for less time-intensive approaches, seminars have many arguments in their favor and will serve an important role in creating an informed and supportive climate for resource management and protection. These arguments include:

More control over how the information is presented and spread. A Resource Acadia seminar is, in essence, a training session in a resource topic. Just as people attend training sessions to master a working understanding of a new software package or an educational curricula, people should also be expected to be trained in resource issues that concern them. The information comes directly from the experts who know it best. There is time to correct misconceptions. The use of press packets and teacher packets also helps insure that the information does not get muddled as it is spread.

More complete presentation of the issues. A six hour seminar will give participants a much greater understanding of the facts, issues and management strategies than an article or site bulletin. Plus, the experts should be able to answer the questions participants need answered to assimilate the information. This is especially important for the teachers, reporters, and others in attendance who will be spreading your information far beyond the seminar room.

Forum for the exchange of ideas and opinions. Many participants initially disagree with decisions made by park resource managers. Much like a hearing, though with a less confrontational atmosphere, a seminar provides an opportunity for concerns to be expressed and for participants to better understand the thought process that lead to decisions.

Do something for the community. Unlike newspaper articles, site bulletins, or even tradi-

tional ranger programs, a field seminar directed at local residents is looked upon as doing something for the community. Evaluations returned after Resource Acadia seminars have often included phrases like, "At last the government is doing something for us!" Besides its public relations value, these seminars provide programming for a special interest audience that is critical to the protection of area resources.

An event to bring attention to a resource issue. A Resource Acadia seminar is an event and is treated like one, with publicity and press coverage. Reporters may be more inclined to cover a seminar where they can take quotes from participants, than if they are approached directly to write an article on the same issue. As an event, a seminar brings the topic to the public's attention, making even non-participants more receptive to other sources of information.

Resource issues-based interpretation is the logical descendent of the historic education tenet "through interpretation, understanding; through understanding, appreciation; through appreciation, protection." Resource issues seminars can be an integral part of a park's efforts to protect and preserve its resources.



APPENDIX I

The following topics have been identified as having potential for development into Resource Acadia seminars at Acadia National Park. This is by no means an exhaustive list. More topics will be added as new issues and research projects are identified. Note that there is some overlap, as some important messages can be included into a variety of topics (e.g. hiker etiquette and biodiversity concepts). Some topics will not apply to another park unit and other units will be able to add other topics.

Air quality -- including vista degradation, health effects on recreational park users, ground level ozone, acid fog, atmospheric deposition of pollutants, geologic record of pollutants in lake sediments and monitoring projects

Amphibian conservation -- including inventory and monitoring projects, biodiversity concepts and patterns of global/regional decline

Carriage roads (fairly unique to Acadia) -- including historical and architectural research into their construction, visitor use/satisfaction surveys, rehabilitation of degraded roads, salvage of native vegetation from construction sites and visitor management

Coastal marine debris -- including sources, solutions, cleanup and contingency plans for oil spills

Fire management -- including fire history studies, controlled/prescribed burns and fuel reduction programs

Forest management and health -- including pest species research and control, effects of air pollutants, integrated pest management and fire management

Habitat fragmentation -- including boarder encroachment on parks and preserves, local extinctions, parks as habitat islands, use of GIS, cooperative efforts with neighboring jurisdictions

Invertebrate conservation -- including butterfly inventories, rare species conservation, biodiversity concepts, values and perceptions of invertebrates and integrated pest management

Islands -- including island biogeography, inventory projects, recreational management and conservation and stewardship

Mountain tops -- including alpine and subalpine ecology, rare plants and animals, effects of air pollution and acid rain, hiker impact and etiquette and recreational management

Neotropical migrant songbird conservation -- including inventory and monitoring projects, banding projects and historic and current patterns of habitat change

Non-native plants -- including monitoring and control of invasive species and protection and curation of historic plants and landscapes

Rare and endangered species -- including focused looks at peregrine falcon reintroduction, bald eagle contaminant study, rare plants and rare invertebrates

Trails -- including historical research into their history and construction, discontinued trails, reconstruction of trails, hiker etiquette and visitor management

Visitor impact/etiquette -- including visitor use/satisfaction surveys, off-trail use and trampling, back-country rangers, waste management, recreational management, human-animal conflicts

Watershed management/water quality -- including pollution sources, effects, and movement through the watershed ecosystem, monitoring projects, fisheries management, and cooperative efforts with neighboring jurisdictions

Wetlands conservation -- including values of wetlands, mapping and delineation, rare species and nutrient source studies

Wildlife management -- including several of the wildlife research projects underway in the park (e.g. coyote-deer-fox interactions and spruce grouse habitat use), nuisance animal control, beaver management, watchable wildlife program, hunting and trapping and nonnative species.

Appendix II

Below is an example of a Resource Acadia press release that was carried in several newspapers and attracted a full registration of participants. Note that all of the most important information is in the first paragraph. Including quotes often improves the chances of getting your release published. A release day seven to ten days in advance of the seminar works best at Acadia. Your park unit may have its own regulations for format and contact person (in this case, our Chief of Interpretation).

NEWS RELEASE u.s. department of the interior national park service

Release Date: May 19, 1994

Contact: Deb Wade
(207) 288-5459

"Resource Acadia" Announces Carriage Road Seminar

Resource Acadia will offer a day-long seminar devoted to Acadia National Park's carriage roads. "Rockefeller's Roads Revisited" will be presented by park interpretive staff and guest speakers on Saturday, June 11, from 9:30AM to 3:30PM. The seminar will focus on the rehabilitation project that will continue this summer, as well as on the history and unique construction of the carriage roads. Discussion and slides will be followed by a field trip to investigate carriage road features and work sites.

The featured speakers are Jim Vekasi, civil engineer and chief of maintenance at Acadia, who is overseeing the carriage road rehabilitation work, and Linda Gregory, Acadia's staff botanist, who is working to revegetate the construction areas with native plant varieties. The field trip will include a presentation of stone-cutting technique and a short carriage ride while the guest speakers point out the features of the roads and the rehabilitation work completed thus far.

"I was hoping to learn about the problems involved in rehabilitating the carriage roads, which I've enjoyed so much over the years, and to increase my appreciation of one of our national treasures," said one of last year's participants. "The day's events exceeded my expectations on both counts!"

Local residents, teachers, business owners and interested visitors are invited to participate. Union 98 has approved the seminars for portfolio credit and other districts may also approve credit. The seminar is free of charge but space is limited. Advanced registration is required. To register and for more information on this and other seminars offered this year, please call 288-3893.

-30-

Prepared May 13, 1994

Acadia National Park

P.O. Box 177

Bar Harbor, Maine 04609

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BEST COPY AVAILABLE

APPENDIX III

The following is a partial list of addresses for organizations and services that have provided useful brochures, pamphlets, articles and posters to Resource Acadia's resource tables. This list will provide you with a place to start looking for materials relevant to your seminars. Be certain to contact local chapters and offices of national organizations or government agencies. They often have materials no longer available through the national office or are better able to customize the information they provide to your needs. Note that not all of these organizations provide information free of charge. Most organizations are quicker to reply if you include a stamped (2 oz.), self-addressed envelope with information requests.

Air and Waste Management Association, One Gateway Center, Third Floor, Pittsburgh, PA, 15222 (412) 232-3444	air & water quality issues
Alliance for Historic Landscape Preservation, 82 Wall Street, Suite 1105, New York, NY, 10005	historic and cultural landscape preservation
American Backyard Bird Society, P.O. Box 10046, Rockville, MD, 20849 (301) 309-1431	songbird conservation
American Birding Association, P.O. Box 6599, Colorado Springs, CO, 80934	bird conservation
American Chemical Society, Department of Government Relations and Science Policy, 1155 Sixteenth Street, NW, Washington, DC, 20036 (202) 872-8725	acid precipitation, pesticides, ground water, global climate change, hazardous waste
Bat Conservation International, P.O. Box 162603, Austin, TX, 78716	bat conservation
Bureau of Land Management: Ecosystem Resources Support Group, 3380 Americana Terrace, Boise, ID, 83706 (208) 384-3153	various
Canadian Wildlife Service: Publications and Communications Section, Environment Canada, Ottawa, ON, K1A 0H3, Canada (819) 997-1095	wildlife and other issues from <i>Environment Canada</i> divisions
Clean Ocean Action, P.O. Box 505, Highlands, NJ, 07732 (908) 872-0111	coastal marine debris
Congress of Lake Associations, RR 2, Box 391, Bayview Street, Yarmouth, ME, 04096 (207) 846-4271	freshwater and watershed conservation

Cornell Laboratory of Ornithology, 159 Sapsucker Woods Road, Ithaca, NY, 14850 (607) 254-2440	bird conservation
Defenders of Wildlife, 1101 Fourteenth Street, NW, Suite 1400, Washington, DC, 20005 (202) 682-9400	watchable wildlife program
Department of Commerce: National Sea Grant College Program NOAA/Sea Grant, R/OR1, SSMB-3 11th Floor, 1315 East West Highway Silver Springs, MD, 20910 (301) 713-2431 or National Estuarine Research Reserves, NOAA Sanctuaries and Reserves Division, 1305 East West Highway, SSMC4-12, Silver Springs, MD, 20910 (301) 713-3125	coastal marine debris, oil spills, marine fisheries issues, coastal conservation estuarine research and conservation
Endangered Species Coalition, c/o National Audubon Society, 666 Pennsylvania Avenue, SE, Washington, DC, 20003	endangered species
Fish and Wildlife Reference Service, 5430 Grosvenor Lane, Suite 110, Bethesda, MD, 20814-2158 1 (800) 582-3421 / in MD (301) 492-6403 -- free service for participating agencies	various publications, mostly technical
Forest Service, U.S. Department of Agriculture: P.O. Box 96090, Washington, DC, 20090-6090	fire ecology, management and prevention, forest & rangeland pests, acid precipitation, etc.
The Green Mountain Club, Route 100, RR 1 Box 650, Waterbury Center, VT, 05677 (802) 244-7037	mountaintop stewardship
National Audubon Society, 700 Broadway, New York, NY, 10003-9501 (212) 979-3000 or Education Division/Conservation Information Department, 950 Third Avenue, New York, NY, 10022 (212) 832-3200	bird and ecosystem conservation, invasive plants
National Biological Survey: Information Transfer Center, 1201 Oak Ridge Drive, Suite 200, Fort Collins, CO, 80525-5589	various government publications
National Geographic Society, Education Services, 17th & M Streets, NW, Washington, DC, 20036, (301) 921-1330	various

National Institute for Urban Wildlife, 10921 Ridge Way, Columbia, MD, 21044-2831 (301) 596-3311	wildlife and conservation in an urban setting
National Park Service, U.S. Department of the Interior: P.O. 37127, Washington, 20013-7127 (202) 343-9578 also U.S.D.I. N.P.S. Natural Resources Publication Office, P.O. Box 25287 (WASO-NRPO), Denver, CO, 80225-0287	various
National Trust for Historic Preservation, 1785 Massachusetts Avenue, NW, Washington, DC, 20036 (202) 673-4000	historic landscape and building preservation
National Wildlife Federation, 1400 Sixteenth Street, NW, Washington, DC, 20036-2266 (202) 797-6800	various
The Nature Conservancy, 1815 North Lynn Street, Arlington, VA, 22209 (703) 841-5300	habitat conservation
Olmsted Center for Landscape Preservation, U.S. Department of the Interior, National Park Service, 99 Warren Street, Brookline, MA, 02146 (617) 566-1689	historic and cultural landscape preservation
Partners in Flight, National Fish and Wildlife Foundation, 1120 Connecticut Avenue, NW, Suite 900, Washington, DC, 20036	migrant bird conservation
The Peregrine Fund, Inc., World Center for Birds of Prey, 5666 West Flying Hawk Lane, Boise, ID, 83709, (208) 362-3716	conservation of birds of prey
Smithsonian Migratory Bird Center, National Zoological Park, Washington, DC, 20008 (202) 673-4908	migrant bird conservation
Terrene Institute, 1717 K Street, NW, Suite 801, Washington, DC, 20006 (202) 833-8317	wetland conservation
U.S. Environmental Protection Agency (EPA): Public Information Center, 401 M Street, SW, Washington, DC, 10460 or Wetlands Division, 401 M Street, SW (A-104F), Washington, DC, 20460 (202) 260-9919 or	air & water quality issues, hazardous waste and marine debris, etc. wetlands conservation,

- Center for Environmental Research Information
(CERI), U.S. Environmental Protection Agency, 26 W.
Martin Luther King Drive, Cincinnati, OH, 45268 (513)
569-7562 **various**
- or
- The Endangered Species Protection Program (H7506C), **endangered species, etc.**
401 M Street, SW, Washington, DC, 20460
- U.S. Fish and Wildlife Service:
- Publications Unit, Mail Stop 130--Webb Building, 4401 **government publications**
North Fairfax Drive, Arlington, VA, 22203 (703) 358-
1711 **on wildlife issues,**
etc.
- also
- Branch of Coastal and Wetland Resources, 4401 N. **wetland and coastal zone**
Fairfax Drive, Room 412, Arlington, VA, 22203 (703)
358-2201 **conservation**
- U.S. Geological Survey:
- Geologic Inquiries Group, 907 National Center, Reston, **geological information**
VA, 22092 (703) 648-4383
- also
- Earth Science Information Centers -- several through- **earth science information**
out the U.S. 1-800-USA-MAPS
- Vernal Pool Association, Reading Memorial High School, 62 **vernal pools,**
Oakland Road, Reading, MA, 01867 **amphibian conservation**
- also: State Departments of Environmental Conservation, **various**
Environmental Protection,
Wildlife and/or Fisheries,
Conservation,
Parks and Recreation,
Natural Resources, etc.
- State Planning Offices,
Universities and colleges and their cooperative
extension offices,
Soil and Water Conservation Districts,
Municipal Water Districts

The following periodicals often have useful articles about resource issues:

Audubon
BioScience
Conservation Biology
National Geographic
National/International Wildlife
National Parks Magazine
Natural History
Park Science
Scientific American
Smithsonian
Sanctuary, the journal of the Massachusetts Audubon Society and similar journals of
local and regional conservation groups

Appendix IV

RESOURCE ACADIA EVALUATION

Your input as a participant is valuable to us for evaluating and improving these seminars. Please take some time to comment on the following questions and feel free to add additional ideas, questions or comments on the back. Thank you for your thoughtful responses.

- 1) What were you hoping to gain from attending the seminar? Did the day's events meet your expectation?
- 2) What did you come away from the seminar with that you did not have before (i.e. new information, appreciation, understanding)?
- 3) What could we do either during the day or prior to the seminar to make your experience more enjoyable?
- 4) Please comment on the speakers, their presentations and the day's schedule. What worked for you, what didn't and why.
- 5) What was your overall impression of the seminar?
- 6) What resource issues or other topics would you like to see offered in the future? Any suggestions for guest speakers?

